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ABSTRACT

Emphasizing the strategies that academic writers can use in their publishing endeavors, this collection of papers discusses getting motivated, getting manuscripts accepted for publication, preparing manuscripts, the editorial process, and other "tricks of the trade." Titles of papers in the collection are: "Getting Motivated to Publish" (Donna H. Redmann); "Identifying and Selecting Publishing Opportunities" (Joe W. Kotrlik); "Manuscript Preparation" (Michael F. Burnett); and "The Editor's Viewpoint of the Editorial Process" (Betty C. Harrison). A chart, "Publishing in Educational Journals" (Joe W. Kotrlik), listing factors such as circulation, acceptance rate, article length, style, and time to publication for 40 educational journals is attached. (RS)

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GETTING PUBLISHED IN JOURNALS AND CONFERENCE PROCEEDINGS

Symposium

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Mid-South Educational Research Association

Annual Meeting

Lextington, Kentucky

November 13, 1991

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This symposium will emphasize the strategies that writers can use in their publishing endeavors. Considerations involved in getting motivated, getting manuscripts accepted for publication, preparing manuscripts, the editorial process, and other "tricks of the trade" will be discussed.

GETTING MOTIVATED TO PUBLISH (Redmann): This presentation will focus on motivational techniques needed to embark on a publishing career. Topics discussed will include eliminating mental blocks, reducing stress, building self-confidence, identifying manuscript topics, and determining researchable problems. In addition, this presentation will assist in identifying the applicability of professional writing to broader settings/audiences and aid the professional writer in conveying these concepts to the reader.

IDENTIFYING AND SELECTING PUBLISHING OPPORTUNITIES (Kotrlik): This presentation will address selecting publishing outlets. Topics presented will include determining the appropriate audience for your manuscripts, whether to submit to a refereed or nonrefereed journal or conference, types of manuscript reviews, acceptance rates, relationship of the purpose of the manuscript to the journal or conference selected, and the relationship of the journal or conference selected to career goals.

MANUSCRIPT PREPARATION (Burnett): This presentation provides suggestions and guidelines regarding preparation of the manuscript for professional journals and conferences. Areas to be addressed include titling articles, article length, writing style, topics to cover in the article, data analysis, and reporting techniques.

THE EDITORS VIEWPOINT OF THE EDITORIAL PROCESS (Harrison): This segment will focus on the manuscript review and editorial process, factors used in decision-making from selection to publication, role and responsibility of editors and editorial boards, "educating" manuscript reviewers, publishing decisions and their "true" meaning, and what to do with rejected manuscripts.

GETTING MOTIVATED TO PUBLISH

Donna H. Redmann

Why publish? Reasons can range from the sheer enjoyment of writing to meeting the employment pressures that come with tenure and promotion. The best purpose for publishing is to convey information of value to an audience.

For those in academia, publishing is considered an investment in the future of both the individual and the university. Publishing helps to attract faculty and students, achieve accreditation, etc. Writing can help individuals clarify their own thinking about a topic, make them better teachers. By publishing, faculty are insuring that what they have learned is not lost, that their research is archived for future scholars. Finally, it would be hoped that the author's ideas would become part of a lively exchange of ideas among others with similar interests.

As a person embarks on a publishing career, the key factor for success is motivation. In a study that investigated why productive scholars do research, 97 percent of the respondents felt that personal motivation was the single most important intrinsic factor in determining one's success as a productive researcher/scholar (Schweitzer, 1988).

This presentation will focus on motivational techniques and tips that can help launch a publishing career. Topics include eliminating mental blocks, building self-confidence, identifying subjects for publication, and reducing stress.

Eliminating Mental Blocks

Many psychological excuses, whether factual or imaginary, can stand in the way of becoming published. Such mental inhibitors may include the belief that one's work will automatically be rejected by editors/reviewers, the belief that publication efforts are a waste of time, a sense of inferiority to one's more successful colleagues, and/or the belief that publication efforts are contradictory to teaching effectiveness. Any of these factors can increase the difficulty in getting motivated to publish.

Attitudes are critical. Persistence, self-confidence, and determination can overcome any mental blocks.

Building Self-Confidence

Building self-confidence is an important element for successful publishing. To develop self-confidence, new authors should stay with factual topics and avoid subjective themes until they have established themselves as experts. New faculty members who want to enter the publishing arena are advised to write about familiar topics, e.g. master's thesis and/or doctoral dissertation. Many new authors enter the publishing community by writing articles for local and state level professional association newsletters (Faas, 1982). The experience and self-confidence gained can be expanded to national level professional journals. Seeing one's name and work in print is perhaps the best motivation to continue writing. Success builds confidence which, in turn, feeds success.

Identifying Manuscript Topics

The identification of a topic is usually the easiest part of getting published. The first and most crucial element in getting published is

that the author have something to say that will expand of the knowledge base in his subject field, increase understanding of an issue, and/or provide a new way of viewing or interpreting data.

The second consideration should be the appeal of the topic to the appropriate audience; in fact, there are three audiences--the writer, the editor, and the reader. The writer must be genuinely interested in sharing his scholarly news. If he lacks sufficient interest in the topic, the manuscript may never be completed. And the topic must be within the realm of the writer's expertise and experience if the manuscript is to be authoritative and convincing. The second audience, the editor, will make the final decision concerning the fate of the manuscript. Therefore, the topic must be of sufficient interest to him. The reader is the third group to which the topic must appeal. To determine the types of readership, a thorough review of back issues of the author's intended journal should be undertaken. Some journals will publish a statement about the types of readers that they reach. The ultimate test of an article's appeal lies with those who read, remember, and quote it. (Berquist, 1983; Faas, 1982)

In the identification of an appropriate topic, the author-researcher has a variety of sources from which to select a publishable idea. These include the researcher's own master's thesis and/or doctoral dissertation, professional conferences and conventions, teaching graduate courses, colleagues, journal editors, and current publications in one's subject field.

Of these, the primary source for generating topics is one's own professional experience. For new writers, it is advisable that they base their study upon real experience or their own research. Avoid writing opinions types of work and/or critiques of the work of established authorities in the field. The master's thesis or doctoral dissertation can serve as an excellent spring-board for publications because the author will be writing on a unique topic in which he is considered an expert. Also the research usually generates a data base that can be used to launch other studies.

A second source for obtaining new ideas or topics for possible research or publications are professional conferences and conventions. By attending as many different presentations as possible, the writer might be presented with a research model or method that could be employed or adapted to his own area of interest. In addition to helping participants keep abreast of current research issues, conventions also provide an atmosphere for the exchanging of ideas.

Do not discount one's own teaching, especially graduate courses, as a source of inspiration. Graduate classes may provide the stimulation for collecting research information, and questions posed by students can lead to additional research topics.

Also, one's colleagues can provide a wealth of information. Peers, especially more experienced professors, can help in many different ways: they may recommend possible research ideas, offer methodological assistance, suggest or recommend certain publications, or serve as in-house reviewers. On-campus professional presentations by fellow faculty members can provide inspiration for possible publication topics.

In selecting a topic that would be timely and have a higher probability of acceptance, the author may want to query editors for a list of topics that are being sought for upcoming journal issues. Many editors encourage writers to work with them in advance of submitting a manuscript. Some editors recommend that the author forward a short abstract for consideration.

An important strategy for success in selecting a publishable topic is simply keeping abreast of the current trends in one's field. The author should spend a considerable amount of time in the library, browsing through many different publications--one never knows what might trigger a new idea. Adopt the "one paper a day rule." In implementing this rule, the scholar reads and studies one research paper a day. In selecting the research paper to be read, it is advisable that he select articles in journals to which he is considering submitting.

In addition to being aware of the current trends in one's field, one must be able to ask the right questions; questions that, when answered, will improve the situation or contribute to the body of knowledge. Research-oriented manuscripts are more likely to get accepted for publication than other types of manuscripts (Faas, 1982).

Reducing Stress

There are several techniques that can be employed to reduce the stress that is associated with writing. The first is to adopt the "divide and conquer" strategy, whereby one breaks the work into manageable pieces and develops each section separately. This approach will increase efficiency and serve to motivate by providing a sense of accomplishment.

It is advisable when publishing that writers avoid spreading themselves too thinly over too many different topics. In other words do not sacrifice quality for quantity. Many researchers, both young and old, are guilty of trying to do research in too many different areas. People who appear to be the most successful are those who stick with one, two, or three major areas of interest. There is a learning curve effect that takes place every time one goes into a new area.

In order to become successful in top-level publications, an author must adopt a life style that involves working in seclusion, scheduling a couple of hours each day to write, learning to say "no" to activities which present a conflict with one's scheduled writing periods, practicing good time-management skills, and prioritizing goals. Writing efforts should take place during time periods when the writer is at his best. Also, find time to write during odd moments that might otherwise be wasted.

Summary

Success in publishing can be accomplished by developing intrinsic motivation and self-confidence. Techniques that will enhance a writer's chances for success in publishing include developing a large data base, teaching graduate classes, discussing research efforts with others in the field, narrowing research interests, keeping abreast of current trends/developments in a given area, analyzing the target journal's needs, and writing regularly.

Writing is hard work. To be successful it is important to be self-disciplined and persistent! Publishing does get easier with experience.

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IDENTIFYING AND SELECTING PUBLISHING OPPORTUNITIES

Joe W. Kotrlik

Determining a Suitable Audience

"...Individuals who wish to publish must consider carefully the size and nature of the audience that will receive their message" (Henson, 1988). As scholars, it is our responsibility to pursue excellence in our scholarly endeavors. We must select a publication medium for our scholarly products that provides the best results for our own career, for our profession and for society. I offer the following as guidelines in determining your audience.

What are the publication standards that exist at your institution? It is unfortunate that we must consider this facet in academia. It must be considered because of the "publish or perish" environment in which we work and no evidence that true scholarship will return soon to academia.

You may work in a university that does not have a set of written or unwritten standards that you must follow when publishing. If so, you may not need to concern yourself with whether a journal or conference is state, regional or national in scope, whether the journal or conference is blind refereed, acceptance rates, and other minutia. However, for most of us, these factors are important decisions in the tenure, promotion, and personnel evaluation process.

Publication requirements vary substantially. I know of one small state university where a faculty member is only required to publish a minimum of three articles to be promoted to full professor. It does not matter whether the articles were refereed or not and the articles could all appear in a state level journal or magazine.

On the other end of the spectrum is a department at Pennsylvania State University where the department head stipulates that a faculty member must publish at least two refereed databased journal articles per year in national or international journals with less than a 20% acceptance rate. Refereed manuscripts published in conference proceedings do not count. At least two-thirds of the articles must coincide directly with the professor's specialty and the professor's graduate students must pursue this single line of research.

You must consider this factor carefully when selecting a publishing outlet. It is difficult to pursue your scholarly agenda if you are not tenured or have difficulty being promoted.

Is the manuscript publishable in a national journal or conference? Several subquestions must be answered before answering this question. Does your manuscript make a contribution to the body of knowledge? Is the research important and meaningful? Has the research design and manuscript organization been carefully planned? Did you conform to ethical standards in conducting the research and preparing the manuscript? Is this manuscript of interest to the journal or conference audience? Is this manuscript carefully written in the correct style? Has careful attention been paid to grammar, spelling, sentence and paragraph structure, and appearance? If you can answer yes to these questions, your manuscript has potential for publication in a national journal or conference.

Authors must insure that their manuscript is prepared according to the required style manual. The American Psychological Association's

(1983) style manual is used by over half of all education related journals. The other style manual in common use is published by the University of Chicago.

First-time authors must be aware of modern ethical standards in preparing and publishing scholarly works. Be sure to study the ethical standards published in the 1983 Publication Manual of the American Psychological Association. These standards describe acceptable ethical standards for use in citing references, determining authorship of manuscripts, and other related issues.

Which national journals or conferences publish or accept manuscripts of this type? Most scholarly journals and conferences limit the topic, length, and types of articles they accept in some way. You must determine which journals or conferences publish research or scholarly works like yours. Your first step should be to browse through the journals and conference proceedings available in your college or university library. You also should conduct a computer search of ERIC and other appropriate databases. It is also a good idea to seek recommendations from associates in your field. Henson (1990) stresses the importance of targeting articles for particular audiences.

If you have questions about a journal or conference you have identified, call or write the editor or chair of the journal or conference. Most are very helpful and will help you determine if their journal or conference is appropriate.

Of special importance to the author is the size and nature of the audience. Henson (1984) stated that "...the most frequent mistake writers make is failing to acquaint themselves with the journal and its readers." From a scholarly perspective, it is much more efficient to submit your manuscript to the journal or conference with the larger readership or participation because this usually results in wider dissemination of your work.

What are the manuscript specifications for the journal selected? Most journals include their manuscript specifications in each issue of the journal. If they are not published in the journal, contact the editor. Toppins et al. (1988) found that failure to follow publication guidelines and poor writing were the errors most frequently cited by journal editors.

After determining the journal or conferences manuscript specifications, analyze the journal. Many journals have inadvertently incorporated "unwritten specifications." Determine the typical manuscript length, the subdivisions commonly included in articles, the writing style, the nature of the review of the literature and/or theoretical base, the format of the conclusions and recommendations section, and other factors related to article organization. For example, some research journals contain a major emphasis on research procedures while others are more concerned with the theoretical base.

What is a Refereed Journal

What is a refereed journal? This question will receive a wide range of responses depending on where it is asked. Many editors will claim that their journal is refereed, however, these editors use a wide range of procedures in make the decision to publish. Oliver (1985) stated "As the publish or perish phenomenon has spread, there has been a tendency not only to expect faculty members to publish in scholarly journals but to expect them to publish in national refereed journals."

The manuscript review process for a blind, peer refereed journal will include the following facets. First, the article reviewers will be selected from a national pool of your peers. One or more may be selected from an editorial board and reviewers may be selected based on their

research specialty. Second, the reviewers will not know the author(s), institution or state of residence of the author(s). Third, the reviewers will be provided with a standard manuscript rating form on which they will record their evaluation of the instrument and their publication decision (accept, accept with revisions, reject, etc.). And fourth, the editor must make the publication decision based on the reviewers ratings. The editor may not use personal or subjective criteria in making this decision.

I realize that journals that vary slightly from one or two of these standards may still be considered blind refereed journals. However, any substantial variance results in the blind refereed status of the journal being questionable.

Blind review is just what it says -- the reviewers do not know the identity of the author(s) and make their decision solely on the contents of the manuscript. This sounds good in theory, but the scholar should realize that many reviewers are active in the research in their field and it is often quite easy to recognize the work of colleagues based on the topic being studied or the research procedures employed.

Acceptance Rates

Research journals and conferences use various methods to determine acceptance rates. Some journals count a manuscript each time it is submitted. For example, if an article is submitted and then rejected after the first submission, the journal may count this article twice -- once as a reject and again when it is resubmitted and accepted. This has the effect of lowering reported acceptance rates.

Other journals count a manuscript as "accepted" if it is accepted at any point in the process -- it is never counted as a "reject." This has the effect of raising reported acceptance rates. Knowing this information is important to evaluate the true difficulty of getting an article published in a journal.

Acceptance rates range from 100% to less than 10%. Henson (1988) found that the average acceptance rate in his study of 49 journals was 72%. At LSU, journals or conferences with an acceptance rate in excess of 50% are not highly valued. Manuscripts published in these journals or conferences are useful contributions to the literature, however, manuscripts that survived a more strenuous review are valued more.

Relationship of the Journal or Conference Selected to Career Goals

One final and important aspect of the "publish or perish" environment at many universities is the scholar's opportunity or mandate to pursue a research focus. The author must keep his research specialty in mind and resist the temptation to let publishing opportunities dictate the research focus. Another point to keep in mind is that one's research focus will usually limit the number of different journals and conferences to which one submits manuscripts.

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MANUSCRIPT PREPARATION

Michael F. Burnett

The single most important factor in any publishing activity is the preparation of the manuscript itself. Any successful submission begins with the acquisition of a copy of the guidelines for contributors for the intended journal or conference. The author should read and follow these guidelines carefully, as failure to do so may result in the article being rejected before it is reviewed. The guidelines for contributors is usually published in at least one issue of the journal annually, and it normally includes such information as style manual to follow, who to send submissions to, number of copies to submit, allowable length of articles, and required form of submission (diskette or hard copy).

Once the writer is familiar with the journal or conference requirements, it is time to begin writing the manuscript. One additional point that should be mentioned here is that of the importance and significance of the topic to the profession. No matter how carefully prepared and technically correct an article is, if it is written on a trivial or unimportant topic it is likely to meet with rejection from journals and conferences. Warmbrod recommends that researchers ". . . pay greater attention to the significance and importance of the problems and issues that we study" (Warmbrod, 1986, p. 3)

The remainder of this paper will provide suggestions for the development and/or format of the quantitative research report. Each of the sections normally included in a research report prepared for submission to a journal or research conference will be discussed.

The Title of the Report

The title of the report gives a brief description of the content of the study and should be able to stand alone (Silverman, 1982). A well written title can attract readers or conference participants to a report just as a poorly worded title can detract from the report. Suggestions for writing titles include:

- Limit the title of the article to about 15 words in length (Publication Manual, 1983).
- Avoid unnecessary phrases that serve only to add length to the title such as "A study of" and "An analysis of" (Moore, et.al., 1986).
- Keep the language as simple as possible. "Don't use an elaborate word when a simple one will do" (Van Til, 1981, p. 71).

The Introduction

The introduction is where the writer gets the reader/listener interested in what is to be addressed in the article/presentation. Silverman (1982) suggests that the writer review recent past issues of the targeted journal or conference proceedings to get an idea of the "norm" for articles. Specific suggestions include:

- Use a "hook" to capture the reader's attention (Mair, 1983). This might involve beginning with a question, a quotation, a gimmick, or a startling fact (Van Til, 1981).

- Write clearly. Strive for continuity of ideas and correct grammar.

- Do not title the introduction. The first section of the paper is logically the introduction (Publication Manual, 1983).

Review of Related Literature

Rarely does length of pages or time permit an extensive review of the related literature in a journal article or conference presentation. Often the review of literature is incorporated into the introduction of the study. Nevertheless, even though the reported literature is typically not extensive, the author should demonstrate to the reader/listener a familiarity with the significant relevant works (Moore, et. al., 1986). Borg (1981, p. 69) recommends that "...five to ten most relevant previous studies should be cited, if only briefly."

Statement of the Problem

The statement of the problem sets the stage for the rest of the report by presenting clearly the boundaries of the research. Although there is not one "right" way to state a research problem, there are at least four characteristics of well-written problem statements.

- It should identify the variables being investigated (Gay, 1981).

- It should indicate the relationships between the variables being investigated (Mason and Bramble, 1978).

- It should identify the target population (Leedy, 1980).

- It should be stated in its simplest form (Moore, et. al., 1986)

Objectives of the Study

The form taken by objectives in a research report should be based on the nature of the research or the relevant component of the research. Seldom is a study in the social and behavioral sciences limited to one type of research only. For example, most descriptive survey studies will also have one or more objectives to explore relationships. In addition, most experimental studies will also have a descriptive component. Objectives normally take a form based on the type of research as follows:

- Objectives of a descriptive component and a correlational-exploratory component will normally take the form of questions to be answered.

- Objectives of a correlational-explanatory component and an experimental component should take the form of research hypotheses to be tested.

Procedures

The procedures section of a report provides the researcher the opportunity to present evidence that the research is valid (Moore, et. al., 1986). Specific aspects of the research procedures that should normally be described include those mentioned in the following sections.

Population

- The population should be clearly defined and the reason(s) it was chosen stated.

- How members of the population were identified should be described.

- If a sample is used, the sampling technique(s) used and why that technique was chosen should be described (Kerlinger, 1973).

- The sample size used should be noted and the basis for its determination should be described.

Instrumentation

- How and/or why the instrument was selected or developed should be described.

- Procedures used to establish the content validity of the instrument should be presented. This might involve information from previous studies as well as procedures used in the current study if an existing instrument was used.

- Reliability of the instrument(s) should be reported as appropriate.

Data collection

- A sequential presentation of how the data were collected should be presented. This may include response rates and nonresponse follow-up procedures in the case of survey research and treatments used and exactly how they were conducted and administered in experimental type studies. Without these step-by-step procedures, the research could not be replicated (Kerlinger, 1973).

Results

The results section should be directly addressed to the objectives of the study. This section typically includes information presented in both textual and tabular form. Although the two forms of presentation supplement one another, they should each be able to stand alone. According to Ary, Jacobs, and Razavieh (1972, p. 335) the researcher should, ". . . present the data in tables and figures accompanied by sufficient text to point out the most important and interesting findings."

Conclusions and Recommendations

The conclusions and recommendations section of the report involves the researcher's interpretation of the findings of the study (Mouly, 1978). Errors commonly committed in writing conclusions include confusing results and conclusions and overgeneralizing the results (Moore, et. al., 1986). "A result is the outcome of a test of significance" (Gay, 1981, p. 385), whereas a conclusion is an interpretation of that result especially as it relates to the objectives of the study. Conclusions should be drawn from the results. According to Gay (1981), "Overgeneralization refers to the statement of conclusions that are not warranted by the results" (p. 385).

In addition to developing conclusions, the researcher should discuss the implications of the results of the study and derive recommendations for both practice and for further research (Mason and Bramble, 1978). Recommendations for practice should offer suggestions for applying the results to the practitioners in the field. Recommendations for further research should suggest the logical "next step" in researching the problem and/or suggest other dimensions of the problem which the researcher has been led by the results to believe are productive areas for study (Moore, et. al., 1986).

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THE EDITORS VIEWPOINT OF THE EDITORIAL PROCESS

Betty C. Harrison

Manuscript Review and the Editorial Process

The procedures and factors used to make the decision to publish vary from journal to journal and from conference to conference. In this section, the typical blind, refereed peer review process will be described.

The process usually starts by the author submitting the prescribed number of copies of the manuscript to the editor or conference chair. The editor will usually acknowledge the receipt of the manuscripts within two weeks. The editor attaches a manuscript review form to each copy and sends the copies at random or by a predetermined procedure to the reviewers. The reviewers are given a due date for completion of the reviews. If all reviews are not returned on time, the editor or chair sends a reminder notice to delinquent reviewers. If a response is still not received from one or more reviewers, the editor or chair will sent the manuscripts to alternate reviewers.

The role of editorial boards is varied. In some cases, they search primarily as an oversight committee. In others, editorial board members are involved in the review of every manuscript and may even have some powers in the accept-reject in addition to their role as a reviewer.

The factors considered by the reviewers usually include technical quality of the manuscript, contribution to the literature, scholarly quality of the manuscript, quality of the theoretical base and procedures, and whether the conclusions and recommendations are supported by the data.

Publishing Decisions

After all reviews are received on a manuscript, the editor makes the accept-reject decision based on pre-determined guidelines. If all reviewers agree that the manuscript should be accepted or rejected, the editors job is relatively easy. In those cases where disagreement exists, the task is more difficult. In these cases, editorial board or research committee instructions are normally used. Also, editors will often send the manuscript to additional reviewers if disagreement exists among the first group. It should be noted that if the outlet is not refereed, the decision normally lies with the editor.

Accept as is. If this is the decision, congratulations, because the reviewers have judged that the manuscript is acceptable in its present form. With most journals, this does not mean that there are NO needed revisions, but rather that any revisions needed are not substantive in nature and can easily be made by the editor.

Minor revisions. This may be worded as "Accept with minor revisions" or "Reject pending minor revisions." In either case, the reviewers have judged that the changes needed to make the article or presentation acceptable are minor in nature. These revisions will, however, normally require the writer to prepare a revised manuscript based on the comments from the reviewers.

Major revisions. Again, this may be worded as "Accept with major revisions" or "Reject pending major revisions." However, in the case, of major revisions, the position taken is usually the later. The reviewers

have judged that the article or presentation does have potential for acceptance, but the changes needed to make the article or presentation acceptable are major in nature. These revisions will normally require the writer to prepare at least one revised version of the manuscript based on the comments from the reviewers. It is also typical in this situation that the revised manuscript will be resubmitted to the reviewers to verify that it is acceptable after the revisions have been made.

Reject Outright. If this is the decision, the message to the writer is that the article is unacceptable for publication/presentation at this specific outlet. Frequently, reviewers and/or editors will provide additional information to communicate to the writer why the article was deemed unacceptable. It may be that the reviewers felt that the topic of the article was outside the scope of relevance for the journal, or the decision could have been based solely on the perceptions of the reviewers regarding the quality of the report. Another possibility is that the article could be stopped before it reaches the reviewers due to style or format considerations. This of course would be based on the judgment of the editor.

Once the manuscript has been accepted, the author(s) work with the editor or chair to make the necessary revisions. This process can take from a few weeks to over a year.

Making Revisions

The writer's task if the decision involves minor or major revisions is to decide if the revisions will be made. If the decision is made to revise and resubmit, an appropriate way to proceed might include the following steps:

If, in the view of the writer, the revisions noted in the feedback received would contribute to the quality of the manuscript, the writer would make the revisions and changes called for and resubmit the article.

If there are changes called for that the writer does not understand or that are contradictory, a logical approach would be to contact the editor to seek advice. Some journal editors become more actively involved in the review process than do others, but in the view of this writer this is an essential step when some aspect of the review process is unclear or contradictory.

Authors should not automatically make all revisions requested by the reviewers. Most scholars would like to think that the reviewers are always right and their suggested revisions are always on target. This is not the case. It is not unusual to find that revisions demanded by reviewers are not appropriate and are entirely wrong in many cases. Reviewers, conference chairs and journal editors are not infallible!

If there are revisions called for that the author feels are incorrect or inappropriate, the approach that might be taken is to make all the revisions that are appropriate first. Then the writer should prepare a revised manuscript which includes a cover letter detailing the changes called for, the changes made, and the changes not made.

In addition, the writer should describe in the cover letter exactly why the unchanged sections were not revised. Remember, that if the journal/conference uses a blind referee process, the letter must be anonymous. Through this procedure, the writer has shown good intentions by making the changes except for those which were felt to be inappropriate and has given a rationale for those. The editor/reviewers may then indicate to the writer that the article is unacceptable without the other changes or accept it as it is. Author(s) should not agree to make changes that alter the scientific integrity of their work.

Rejected Manuscripts

When an article/presentation is rejected outright, this generally indicates that a resubmission is not advised or wanted. When this occurs what does the writer do with the rejected manuscript? Actually there are several courses of action available to the writer.

Reevaluate the manuscript for both quality and importance. Information received from the reviewers and editor should be very helpful in this process. If after reading the comments from the reviewers the conclusion is that the manuscript is simply short of the quality requirements in writing and/or format, the next step might logically be to contact the editor to determine the appropriateness of resubmitting a much improved manuscript. If the editor is unwilling to entertain this idea, the writer might improve the article and then seek another outlet for its publication.

If, on the other hand, the result of the writer's reevaluation is that the research upon which the article is based is fundamentally flawed and lacks the necessary importance and significance to the profession, then the most appropriate action would probably be to stop any further work on the article.

Another possible feedback might be that the article is appropriate in quality and style but just doesn't meet the content or other requirements of the journal/conference. If this is the outcome, then perhaps the wrong outlet was selected initially, and the most appropriate action might be to seek another journal or conference for possible publication/presentation.

Common Manuscript Problems

Oliver (1985) cited the following problems as those most frequently noted by Journal of Vocational Education Research reviewers:

1. Inappropriate topic
2. Work unimportant for national audience
3. Purpose and/or problem not clearly specified
4. Hypotheses/research questions not clearly stated
5. Literature review inadequate
6. Inappropriate, inadequate or unclear research design
7. Inappropriate or unclear sampling method
8. Reliability and validity of instruments not demonstrated
9. Inappropriate or unclear statistical analysis
10. Failure to meet statistical assumptions
11. Unclear results
12. Invalid or trivial conclusions
13. Discussion not related to findings
14. Manuscript not prepared according to APA style (including paragraphs and headings, references, tables, figures, writing style, grammar, punctuation, spelling capitalization, and numbers)

References

Oliver, J. Dale. (1985, February). Publishing in scholarly journals. Unpublished manuscript presented to Central States Research Conference in Agricultural Education, Chicago, Illinois.

Publishing in Educational Journals

by Joe W. Kotrlik

JOURNAL	SUBJECT/ *EDITOR*/ PUBLISHER/ *FREQUENCY*	CIRCULATION/ *AUDIENCE*	ACCEPT-ANCE RATE/ *REFEREED*/ # OF READERS/	ARTICLE LENGTH/ *STYLE*/ COPIES NEEDED/ *HONORARIUM*	ACKNOWLEDGEMENT/ *ACCEPT-REJECT*/ PUBLICATION
Educational Leadership[1] 1250 North Pitt Street Alexandria, VA 22314-1403	Administra-tion and leadership/ *Ronald S. Brandt*/ Association for Supervision and Curriculum Development/ *8 issues per year*	150,000 *Administra-tors, professors, teachers*	5%/*No*/1-6	1,000-2,500 words *Chicago manual* 2 copies and a disk *No*	One day *4-8 weeks* 3 months-2 years
Adult Learning[1] 1112 Sixteenth Street, NW Suite 420 Washington, D.C. 20036	Adult education/ *Jeannette Smith*/ American Association for Adult & Continuing Education/ *8 issues per year*	4,500 *Adult educators*	10%/*Yes*/2	1,000-1,500 words *Journalistic* 3 copies *No*	
The Journal of the AATEA[1] Agricultural Engineering Sciences Building 1304 West Pennsylvania Ave. Univ. of Illinois Urbana, IL 61801	Agricultural education/ *Phillip Buriak*/ Southern Illinois University/ *Quarterly*	500 *Teacher educators in agriculture*	35%/*Yes*/3	10-12 pp. *APA 3rd edition* 4 copies *No*	2 weeks *3 months* 6 months

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Agricultural Education[1] Department of Agricultural Education Room 222 Forbes Bldg. The University of Arizona Tucson, AZ 85721	Agricultural Education/ *Phillip R. Zarbrick/* Agricultural Magazine/ *Monthly*	7,000 *Agricultural educators*	75%/*No*/2	5-7 pp. *APA, 3rd edition* 2 copies *No*	1-2 weeks *Depends upon theme* 3 months
Journal of Behavior Analysis[2,3] Department of Psychology Virginia Polytechnic Institute and State University Blacksburg, VA 24061	Behavioral Analysis/ *E.Scott Geller/* Society for the Experimental Analysis of Behavior/ *Quarterly*	7,000 *Psychologists, Psychiatrists, educators, social workers*	__/*Yes*/__	*APA, 3rd edition* 5 copies	Promptly *3-6 months* 3 months
Delta Pi Epsilon Journal[1] Marcus White Hall Room 206 Department of Management Information Systems Central Connecticut State University New Britain, CT 06050	Business Education/ *M.T. D'Onofrio/* Delta Pi Epsilon/ *Quarterly*	12,000 *Business educators*	33%/*Yes*/ 3-6	2,000-5,000 words/ *APA, 3rd edition* 5 copies *No*	1 week *3 months* 6 months
Jcurnal of Career Development[1] 100 Noyes Building University of Missouri at Columbia Columbia, MO 65211	Career education and guidance/ *Norman C. Gysbers/* Human Sciences Press/ *Quarterly*	900 *Guidance counselors, teachers, administrators, university faculty*	25%/*Yes*/2	<14-16 pp. *APA, 3rd edition* 3 copies *No*	Immediately *2-4 months* 6 months-1 year

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Counseling and Values[1] Division of Counselor Education-N338A Lindquist Center University of Iowa Iowa City, Iowa 55242	Career education and guidance/ *Nicholas Colangelo*/ Association for Counseling and Development/ *3 issues per year*	7,000 *Counselors, therapists, psychologist, pastoral counselors*	10-15%/*Yes*/3	10-20 pp. *APA, 3rd edition* 4 copies *No*	1 week *1-4 months* 8-16 months
Journal of College Student Development[1] 214 Parker Hall University of Missouri at Columbia Columbia, MO 65211	Career education and guidance in post-secondary education/ *Richard B. Caple*/ American College Personnel Association/ *6 issues per year*	11,700 *Administrators, educators, and graduate students in college student personnel and post-secondary institutions of education*	25%/*Yes*/3	15-20 pp. *APA, 3rd edition* 3 copies *No*	3 days *8-10 weeks* 6-8 months
Counselor Education and Supervision[1] CB #3500 Peabody Hall UNC-CH Chapel Hill, NC 27599	Career education and guidance/ *Duane Brown*/ AACD Press/ *Quarterly*	4,000 *Counselor educators, psychologists, and supervisors*	25-30%/*Yes*/3	9-15 pp. *APA, 3rd edition* 4 copies *No*	2 weeks *10-14 weeks* 6 months

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Educational Computing Research[2] New Hampshire College Graduate School 2500 North River Road Manchester, NH 03104	Computing in education/ *Dr. Robert H. Seidman*/ Baywood Publishing Co./ *Monthly*	*Scholars in the field of educational computing*		*APA, 3rd edition* 1 copy	
Journal of Research on Computing in Education[2] University of Houston-Clear Lake 2700 Bay Area Boulevard Box 517 Houston, TX 77058	Computing in education/ *Dennis W. Spuck*/ International Society for Technology in Education/ *Quarterly*	*Scholars, teachers, and administrators*	__/*Yes*/2 or more	10-25 pp. *APA, 3rd edition* 1 copy	Promptly *2 months*
Journal of Continuing Higher Education[1] Division of Planning Studies Penn State University 2766 West College Avenue University Park, PA 16801-2605	Continuing Education/ *Donna S. Queeney*/ Association for Continuing Higher Education/ *3 issues per year*	2,200 *Continuing Higher Education*	25-30%/*Yes*/4	Varies, usually under 5,000 words *Chicago manual* 3 copies *No*	*60 days* 1 year
Journal of Cooperative Education[1] 1 Sand Hill Road, No.12 Peterburough, NH 03458	Cooperative Education/ *James Wilson*/ Cooperative Education Association/ *3 issues per year (Oct., Jan., April)*	1,600 *Cooperative Education constituents*	35%*yes*/3	8-14 pp. *APA, 3rd edition* 3 copies *No*	Immediately *2 months* 6-8 months

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Child Development[2,3] Department of Psychology Arizona State University Tempe, AZ 85287-1104	Developmental processes/ *Susan C. Somerville*/ Society for Research in Child Development/ *6 issues per year*	8,500 *Scholars interested in childhood development*	20/*Yes*/__	< 15 pp. preferred *APA, 3rd edition* 4 copies	Immediately *< 3 months* < 1 year
The American School Board Journal[1] 1680 Duke Street Alexandria, VA 22314	Educational Policy/ *Gregg W. Downey*/ National School Boards Association/ *Monthly*	41,000 *School boards, administrators*	< 10%/*No*/3	< 10,000 words *None* 1 copy *No*	Within 2 weeks *6-8 weeks* 1 month to 1 year
The Executive Educator[1] 1680 Duke Street Alexandria, VA 22314	Educational and Career Advice for Administrators/ *Gregg W. Downey*/ National School Boards Association/ *Monthly*	16,000 *Elementary and secondary school executives*	< 10%/*No*/3	< 2,000 words *None* 1 copy *No*	Within 2 weeks *6-8 weeks* 1-3 months

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Foreign Language Annals[2,3] 6 Executive Plaza Yonkers, NY 10701-6801	Foreign Language/ American Council on the Teaching of Foreign Languages/ *6 issues per year*	10,000 *Teachers, teacher educators, researchers*		<20 pp. *FLA style* 3 copies	Promptly *3 months* 2-12 months
Modern Language Journal[2,3]	Foreign Language/ National Federation of Modern Language Teachers Associations/ *Quarterly*	7000 *Teachers and teacher educators*	13%/*Yes*/2	20 pp. *MLA style* 3 copies *No*	*60 days* <1 year
Thresholds in Education[1] P.O. Box 771 Dekalb, IL 60115	General Education/ *Byron F. Radebaugh*/ Thresholds in Education Foundation/ *Quarterly*	600 *Educators and administrators at all levels*	89% (most articles are invited)/ *Yes*/3	1,500-2,000 words *APA, 3rd edition* 2 copies *No*	Immediate *2-3 months* Within 1 year
Phi Delta Kappan[1] P.O. Box 789 Bloomington, IN 47402	General Education/ *Pauline B. Gough*/ Phi Delta Kappa/ *Monthly*	150,000 *Educators at all levels*	5%/*No*/2	10-15 pp. *Chicago manual* 1 copy *Rarely*	One day *4-8 weeks* Immediately to 1.5 years

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Technology & Culture[1] Museum of American History Smithsonian Museum Washington, D.C. 20560	History of Technology/ *Robert C. Post/* University of Chicago Press/ *Quarterly*	2,900 *Academic historians and museums*	30%/*Yes*/ 2-4	5,000-8,000 words *Chicago manual* 3 copies *No*	2 weeks *12-16 weeks* 15-18 months
Home Economics Research Journal[1] College of Home Economics Texas Tech University Lubbock, TX 79409-4170	Home Economics/ *Stephen R. Jorgensen/* American Home Economics Association/ *Quarterly*	2,000 *Scholars in home economics*	15%/*Yes*/2	<40 pages *APA, 3rd edition* 3 copies *No*	Same day *2-3 months* 3-6 months
Journal of Vocational Home Economics Education[1] College of Home Economics P.O. Box 4170 Texas Tech University Lubbock, TX 79409	Home Economics/ *Dr. Sue Couch/* *Quarterly*	300 *Teachers, teacher educators, supervisors*	45%/*Yes*/3	20-30 pp. *APA, 3rd edition* 4 copies *No*	Within one week *4-6 months* 6 months to 1 year
Human Resource Development Quarterly[1] University of Minnesota Training and Development Research Center 1954 Buford Avenue St. Paul, MN 55108	Human Resource Development/ *Richard A. Swanson/* Jossey-Bass/ *Quarterly*	1,700-1,800 *HRD practicion-ers and scholars*	30%/*Yes*/3-5	10-20 pp. *APA, 3rd edition* 6 copies *No*	1 week *2-3 months* 9 months

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Journal of Industrial Teacher Education[1] Department of Industrial, Technological, & Occupational Education J.M. Patterson Building University of Maryland at College Park College Park, MD 20742-2211	Industrial and Technical Education/ *Dennis R. Herschbach/* National Association of Industrial and Technical Teacher Educators/ *Quarterly*	1,300 *Industrial and technical teacher educators*	30%/*Yes*/5	6-20 pp. *APA, 3rd edition* 7 copies and disk *No*	Immediately *3 months or less* 1 year or less
Marketing Educators' Journal[1] Department of Business Education Bowling Green State University Bowling Green, OH 43403	Marketing Education/ *Robert G. Berns/* Marketing Education Association/ *Fall only*	3,000 *Marketing education professionals*	40%/*Yes*/4	25 pages *APA, 3rd edition* 5 copies *No*	Immediately *2-3 months* 6-9 months
Journal for Research in Mathematics Education[2,3] University of Wisconsin 1025 West Johnson Street Madison, WI 53706	Mathematics education/ *Thomas P. Carpenter/* National Council of Teachers of Mathematics/ *5 issues per year*	5,100 *Scholars and teacher educators involved with all levels of mathematics*	__/*Yes*/__	<20 pp. *APA, 3rd edition* 6 copies *No*	Within 2 weeks *6 months* 9 months

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The Mathematics Teacher[2,3] 1906 Association Drive Reston, VA 22091	Mathematics education/ *Harry B. Tunis*/ The National Council of Teachers of Mathematics/ *Monthly*	47,000 *Secondary mathematics educators, teacher educators, supervisors*	__/*Yes*/__	< 10 pp. *Chicago Manual and Metric Editorial Guide* 5 copies *No*	Promptly *3 months* 8-14 months
School Science and Mathematics[2] Center for Science Education 219 Bluemont Hall Kansas State University Manhattan, KS 66506-5331	Science and mathematics/ *Dr. Larry G. Enochs*/ School Science and Mathematics Association/	*Teachers and teacher educators*		5 copies	1-12 months
Behavioral Disorders[2] 226 Burton University of Minnesota 178 Pillsbury Drive SE Minneapolis, MN 55455	Special needs populations/ *Frank H. Wood*/ The Council for Exceptional Children/ *Quarterly*	*Teachers and teacher educators*		*APA, 3rd edition* 5 copies	

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The Journal of Special Education[2,3]	Special populations/ *Douglas Fuchs and Lynn S. Fuchs/* Journal of Special Education/ *Quarterly*	3,150 *Teachers and teacher educators*	__/*Yes*/__	Varies *APA, 3rd edition* 3 copies *No*	Promptly *3 months* Varies
Journal for Vocational Special Needs Education[1] Special Education University of Missouri at Columbia 311 Townsend Hall Columbia, MO 65211	Special needs/ *Dr. Patrick J. Schloss/* National Association of Vocational Education Special Needs Personnel/ *3 per year*	2,700 *Vocational and special education teachers, teacher educators, administrators*	30%/*Yes*/3	2,500-3,000 words *APA, 3rd edition* 3 copies *No*	1 week *2 months* 1 year
Career Development for Exceptional Individuals[1] Department of Special Education/Communica-tion Disorders Box 30001/Dept 3SPE Las Cruces, NM 8803-0001	Special needs/ *Dr. Bruno D'Alonzo* Division of Career Development, The Council for Exceptional Children/ *Semi-annually*	2,000 *Special needs educators involved with career development*	35%/*Yes*/3	10-15 pp. *APA, 3rd edition* 5 copies *No*	1 week *2-3 months* 9 months

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Exceptional Children[2,3] University of Pittsburgh 4H31 Forbes Quadrangle Pittsburgh, PA 15260	Special populations/ *Naomi Zigmond/* The Council for Exceptional Children/ *6 issues per year*	70,000 *Teachers, teacher educators, and others interested in exceptional children at all levels*	__/*Yes*/__	8-15 pp. 5 copies	1 month *3 months* 3-6 months
Journal of Teacher Education[1] 1423-D Norman Hall University of Florida Gainesville, FL 32611-2053	Teacher Education/ *Patricia Ashton/* American Association of Colleges for Teacher Education/ *Bi-monthly*	7,000 *Teacher Educators, education majors*	7%/*yes*/3	Not to exceed 20 pp. *APA, 3rd edition* 4 copies *No*	Within one week *3-4 months* 1-2 months
Performance and Instruction[1] 4423 East Trailride Road Bloomington, IN 47408	Training and Development/ *Sivasailam Thiagarajan/* National Society for Performance and Instruction/ *10 issues /yr.*	6,000 *Trainers, course developers, and managers*	65%/*Yes*/1-3	4-15 pp. *Journalist style* 3 copies *No*	2 weeks *2 months* 2-6 months

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Training & Development Journal[1] 1640 King Street Alexandria, VA 22313	Training and Development/ *Pat Galagan*/ American Society for Training and Development/ *Monthly*	29,000 *Training and Development professionals*	25%/*Yes*/2	10-20 pp. *Chicago manual* 2 copies *No*	2 days *2 months* 6 months
Vocational Education Journal[1] 1410 King Street Alexandria, VA 22314	Vocational Education/ *Katherine Roberts*/ American Vocational Education Association/ *Monthly*	47,000-50,000 *Vocational Technical educators, counselors, supervisors, and administrators*	20%/*No*/3	8-10 pp. *Popular* 2 copies *No*	1 week *3 months* Within publishing year
Journal of Vocational Education Research[1] University of Wisconsin-Madison Dept. of Continuing & Vocational Education 1300 Linden Drive Madison, WI 53706	Vocational Education/ *Wendy L. Way*/ American Vocational Education Research Association/ *Quarterly*	500 *Vocational Education Professionals*	30%/*Yes*/3 or more	10-20 pp. *APA, 3rd edition* 5 copies *No*	ASAP *6-8 weeks* 6-9 months

Information Sources:

[1] Erekson, T. L., & Andrew, K. E. (1990, November). Publish or Perish: A Guide to Publication in Vocational Education.

[2] Taken from a recent issue of this journal.

[3] Directory of Publishing Opportunities in Journals and Periodicals (4th ed.). (1979). Chicago, IL: Marquis Academic Media.